UNESCO

SOURCES

AFRICANS ON AFRICA

NO OTHER CULTURE BUT THAT OF PEACE

Herbert Lamm
French UN Association
Longpont (France)

I greatly appreciated your October issue devoted to Peace, a theme so closely linked with the very origins of UNESCO, its raison d'être and its future.

But as much as I approve - and how could I not approve - of the term *"Culture of Peace"*, I wholeheartedly disapprove of the expression *"Culture of War"*. War is incompatible with culture. Culture itself is one of the three good fairies, along with education and science, who stood over the cradle of UNESCO. Have we forgotten this?

Today, the word *"culture"* is used to describe just about anything: we speak of a *"culture of monocoques"*, speeding has become a *"cultural phenomenon"* and, as I am writing these lines, other common and regrettable uses of the term are undoubtedly joining those we already knew.

But in speaking of a *"culture of war"* we render war dangerously commonplace. We all know the preamble of UNESCO's Constitution which reads *"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed"*. Yet now the expression *"culture of war"* has taken its place in a UNESCO publication!

I would not want our theoreticians to imagine that I ignore what they mean by a *"culture of war"*. I know they are referring to the great and ageold body of human imagination, the mass of sinister ideas which underlie the justifications of men who have decided and continue to decide to launch wars where so many people die, this matrix which in the final analysis comes down to the fatal and fatalistic proposition: *"there have always been wars, there will always be wars"*. Neither do I want to be accused of believing that we will succeed in *"banishing war from History"* by pious incantations of pacifism based solely on good intentions or good conscience.

I greatly appreciate the research of specialists who devote themselves to the peaceful resolution of conflicts by the most diverse methods adapted to the specific nature of each conflict. But in all of the sciences, terminology has its importance, whether it be in mathematics or the sociology of international relations. As Goethe said in his Faust *"each word must have a precise meaning"*. And it is not through confusion that we will help the cause of peace, that is by confusing *"culture of peace"* and *"culture of war"* as if, in both cases, we were talking about culture.

The only culture is a culture of peace!

A LUCID REGARD

Kodjo Adanlessossi
Minister of Culture and Communication
Lomé (Togo).

I always read your magazine with pleasure and would like to congratulate you on its content and presentation. SOURCES enables us, notably, to cast a lucid regard on campaigns for the protection, conservation and safeguard of our cultural heritage.

I WOULD NEVER HAVE KNOWN

Alphonsou A. Yarjah
Librarian
St. Petersbourg (Russia)

The fact that the topics discussed in your magazine are so diverse, makes it useful to all strata of society. If it hadn't been for your issue on biodiversity (No. 60), I would probably never have known that there are between two and three million species of bacteria and 1.5 million of fungi, not to mention the drowning of a dolphin because of a discarded fishing net, or the death of a turtle after swallowing a plastic bag, all because of dumping waste at sea.

SECULARISM

Samira Ben Hamida
Teacher
Sfax (Tunisia)

In reading your article entitled *"From Dogma to Tolerance"* (Sources No. 60) and was struck by the fact that, although religious questions comprise one of the principal foundations of culture, UNESCO's approach to these questions is very timid.

The theme of the UNESCO-organized round table reported in the article entitled *"The Role of Religions in the Promotion of Tolerance"* is revealing. Is the subject really pertinent in light of the fact that each day we witness a demonstration of the incapacity of religion to instill peace and dialogue among people? Wouldn't it have been better to have opened a real debate on secularism and schools.

+ + 1995 + +

HAPPY NEW YEAR!

The staff of UNESCO Sources wishes you a very Happy New Year 1995 and looks forward to your continuing interest and enthusiasm in the year ahead.

A QUESTION OF DIRECTIONS

In March, some of our leading scientific lights will meet at UNESCO headquarters to work out "What We Do Not Know". In all modesty, we could perhaps already propose one line of query: where are we - the men and women of this planet - going?

1994 witnessed some of the worst that human beings are capable of, with the revival of horrors we believed had been exorcised 50 years ago. "Ethnic cleansing" in ex-Yugoslavia, for example, continued virtually unhindered. according to the US State Department, 90 % of Bosnia's non-Serbs have either been killed, imprisoned, or hunted from their homes. In Rwanda, organized genocide wiped out between 500,000 and a million Tutsis.

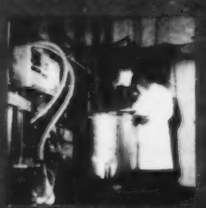
Most of those who lived through the slaughter of the Jewish population during the Second World War could use the excuse that they didn't know what was happening (nor wanted to know). No-one can plead ignorance today. But the horrible images and eyewitness accounts flashed around the world hour by hour did not stop the bloodletting. The "international community" stood by and watched - let? - events unfold ...

The same paralysis is also afflicting another potentially explosive domain. Today, the dominant theories and practices of our "world economy" have led to general growth and increasing exclusion. Unemployment, under-employment or salaries so meagre as to prevent people ever making ends meet, are the price being paid to ensure that global production continues to rise. By standing by and allowing such a situation to develop we are creating a social time bomb.

The German poet Rainer Maria Rilke once wrote that the only courage really demanded of us is that which allows us to confront the strange, the remarkable and the inexplicable. We will need to call on all our reserves of this courage if we are to confront, as we must, the consequences of the directions we have taken.

René LEFORT

READEX
FICHE



CONTENTS

FOCUS

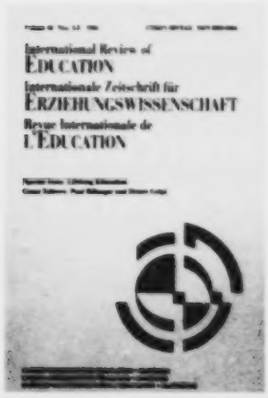
Pages 6 to 16

AFRICANS ON AFRICA

SPECIAL ISSUE

INTERNATIONAL REVIEW OF EDUCATION

Lifelong Education. The journal of the UNESCO Institute for Education (UIE) in Hamburg (Germany) devotes a special issue (Vol. 40 Nos. 3-5, 1994)



to the profound changes taking place in this direction. In the 17 articles, distinguished educators identify trends and phenomena to show how education systems are responding to new social and cultural demands. The history of teacher training in Benin, for instance, suggests that a system of lifelong education should be introduced uniting formal, non-formal, and informal education, all of which, say the authors, exist in embryo. Other studies discuss changes in Argentina, Chili, China, Poland, Japan, Algeria and Sweden where, however, *"shifting priorities, especially in adult and recurring education" act "as an arena for ideological struggle"*. Two summing-up articles by guest editors Paul Belanger, Director of UIE, and Ettore Gvelpi, complete the issue which also contains an unpublished text by Paul Lengrand, a pioneer thinker in the field and for many years Director of UNESCO's Adult Education Section. At a reception to launch the issue and his memoires *"Le Metier de Vivre"* (The Job of Living), Mr Lengrand said lifelong education was still utopian, *"but the kind of utopia that may well become reality because it corresponds to necessity and a great hope for the future."*

BOOKS

AN EFFICIENCY-BASED MANAGEMENT INFORMATION SYSTEM

To formulate policies for the continuing improvement of education systems, and to monitor effectiveness and efficiency, a modern Management Information System, including a set of education indicators that focus attention on critical issues, is an essential element. This booklet presents the rationale, design, and data sources for specific data to be collected and maintained. It stresses consistent coverage of educational inputs, processes, and outcomes, key indicators for achieving effectiveness, efficiency and distributive justice. It also focuses on adaptation to local conditions where the quality of key data may be poor and in need of improvement and, finally, suggests important analyses to be performed.

● ***An Efficiency-based Management Information System**, by Walter McMahon, Fundamentals of Educational Planning No. 49, UNESCO/IIEP 1994, 84 pp., 50 FF.*

INTERNATIONAL EDUCATION AND THE UNIVERSITY

Effectively linking theory and practice, this book examines the steps taken in recent years to enhance the level of involvement of universities and higher education institutions in teaching and research activities related to international education. Tracing the stages of this process, it analyses attempts to integrate peace studies in the U.S., Brazil, and the Philippines. It also describes the experience of the European Centre for Peace Studies and reports on similar attempts to include future studies and international transcultural understanding into higher education curricula, presenting a number of illustrative projects developed at various institutions and an outline of the concept of the UNESCO Associated Universities Project.

The argument for a global perspective in higher education is complemented by a consideration of practicalities along with advice and recommendations based on initiatives already taken and guidelines for future initiatives.

● ***International Education and the University**, edited by James Calleja, UNESCO/ Jessica Kinsley Publishers 1994, 262 pp., 210 FF.*

A SOURCE BOOK FOR LITERACY WORK: Perspective from the Grassroots

Covering a wide range of literacy topics, including planning, programme and evaluation, the emphasis of this book is on work at the grassroots. The theory and research come from rural and urban settings and refer to literacy work with a variety of learners. Written by Prof. H.S. Bhola, a specialist on the Experimental World Literacy Programme in Tanzania and currently a professor at the School of Education, Indiana University, U.S.A., and aimed at all kinds of literacy workers and organisations, it is an accessible and practical guide to all areas of literacy work. Themes are listed at the beginning of each chapter, and chapters and subsections are self-contained so they can be read independently.

● ***A Source Book for Literacy Work: Perspective from the Grassroots**, by H.S. Bhola, UNESCO/Jessica Kingsley Publishers 1994, 200 pp., 85 FF.*

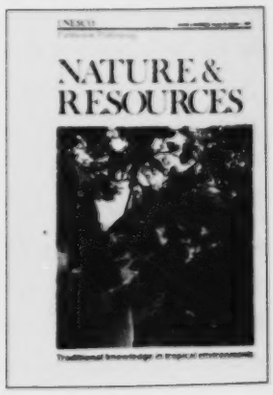
PERIODICALS

THE UNESCO COURIER

The Sun: ancient myths and technologies. The star around which Earth and the other planets of our universe gravitate, the source of light and warmth, the Sun is estimated to be about five billion years old. The January *Courier* invites readers to discover or re-discover its history, its mythology in many diverse cultures, and its scientific potential thanks to the energy it radiates. *"It's up to humanity,"* insist the editors *"to make sure this energy is used for the benefit of all."* The issue opens with an interview of Spanish opera singer Montserrat Caballé.

NATURE & RESOURCES

Traditional knowledge in tropical environments. The value of traditional ecological knowledge acquired by indigenous or local peoples through generations of direct contact with the environment, is gaining increasing recognition not only from specialists but as a major public issue. Articles in this issue (Vol 30, No. 1, 1994) report on joint ventures in applied ethnobotany between scientists and local people, on biocultural diversity and integrated health care in Madagascar, or on how a complex system of cosmology developed by the Embera and Choco Indians in Panama has



made possible continuous exploitation of the tropical rain forest for many centuries. A virtual gold mine of information, they demonstrate a successful conservational model of low-tech adaptation to the forest.

Publications and periodicals are on sale at the UNESCO Bookshop, or by order from UNESCO Publishing, 7 place de Fontenoy, 75352 Paris 07 SP, and in Member States through national distributors. Catalogue on request.

LARS-ERIK WAHLGREN: VIEW FROM THE WAR ZONE

In six years of leading UN peacekeeping missions - in the Sinai, Lebanon and last year in ex-Yugoslavia - *"the bombing of the Mostar Bridge in Bosnia was the worst case of cultural destruction I've ever seen". "But"* adds now retired Swedish Lieutenant-General Lars-Erik Wahlgren, *"we didn't have any mechanism established to protect it."* What about the Hague Convention?

The 1954 Convention was established under the auspices of UNESCO to protect cultural property in wartime, but, as the destruction in Cambodia, Afghanistan and ex-Yugoslavia has shown, it isn't working as it should be.

(Photo UNESCO)

Over the past two years, UNESCO has been looking at ways to fill in the gaps and from 28 November to 2 December brought together a group of military officers, including Lars-Erik Wahlgren, to get the view *"from the battlefield"*.

Wahlgren, 65, believes that troop training and information are the keys. *"When a soldier sees the red cross or the red crescent, for example, he knows immediately what it represents. But who knows what the blue shield (the symbol marking cultural property) means?"*

Only a handful of armies fulfil the Convention's requirement of training troops to protect cultural heritage. According to Wahlgren, most soldiers look upon monuments in terms of their military advantage. *"The forward observers stationed in the church towers on the Russian plains during World War II are only one example."* New technologies, such as unmanned reconnaissance aircraft, three dimensional maps and night-vision equipment, he suggests, may eventually eliminate this problem.

A simple tactic used by UN peacekeeping forces to protect buildings where possible, and which could be extended to cultural sites, is simply to occupy them. *"In the Middle East, we were often asked by owners to use their houses to prevent them from being destroyed."*

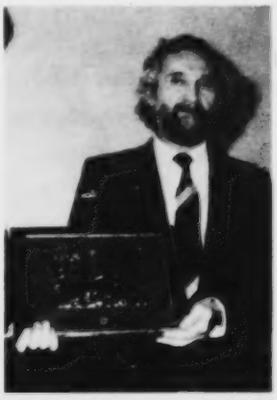
Because of their impartiality, UN peacekeepers can also negotiate and monitor agreements with belligerent parties that include protection of monuments, museums and the like. *"To this end,"* Wahlgren adds *"it would be useful to have a supporting expert with the mission and at UN Headquarters in New York, to wield influence - when necessary - on the basic decisions and encourage cooperation."*

Even better than all of this, he concludes, would be the development of an international early warning system to signal conflict and *"get the peacekeepers and negotiators on the job before the first shots were fired"*.

S. W.

IGOR MELNIKOV: BETWEEN GOD AND THE DEVIL

Ice is so wonderful!" exclaims Dr. Igor Melnikov, this year's winner of the International Marine Environment Award, presented at UNESCO headquarters on December 12. The Russian oceanographer was selected from more than 40 candidates for his pioneering work studying life under the ice of the North and South Poles.



(Photo courtesy of the CMAS)

The 50,000 FF prize was established by the World Underwater Federation (CMAS) with support from UNESCO and the patronage of Spain's King Juan Carlos. It is presented every two years in recognition of outstanding efforts to protect the marine environment.

Diving in both summer and winter over the past 20 years, Dr. Melnikov and his fellow scientists from the P.P. Shirshov Institute of Oceanology (Moscow) discovered a multitude of life forms living under the icepack, and studied their role in polar marine ecosystems.

At 50 years old, and despite long separations from his wife and two children, sub-zero temperatures and constant danger (including two attacks by leopard seals in the Arctic) he has lost none of his passion for the ocean or his work. His blue eyes sparkle as he talks of his expeditions into the eerie world under the ice, *"spending hundreds of hours between God and the Devil"*.

Why the polar regions and not the balmy tropics?

"I am one of those who're very grateful to the KGB" he says with a wink. *"In 1972 they refused to issue me with a visa to leave the USSR. The only ocean I didn't need a visa to get to was the Arctic."*

The extreme conditions in these regions not only tested his mettle as a scientist, but also as a man. He admits he has done *"some stupid things"* to test his own limits, but is clearly proud of his achievements. *"If I had not had this experience I think I would have gone crazy. It has been an adventure to save myself."*

He is also deeply concerned about the damage being wreaked upon the *"last frontier"* ecosystems. *"The polar regions are extremely fragile. Oil spills in warmer waters for example can be cleaned off the surface. In the Arctic and Antarctic, the oil seeps under the ice and is carried by currents around the ocean."*

Dr. Melnikov is planning two more expeditions next year, and has at least two books that he would like to write. *"I will be a scientist to the end. I have very good materials and I must use them. It's my duty to save my knowledge for science and humanity as a whole."*

S. W.

● *"In the land of Palestine, between the peoples of Abraham, the peace of Abraham was born. The liberty of a people must be saved and the tranquility of the region assured. Our only hope is to continue,"* said Soha Arafat as she opened the evening **"FOR CHILDREN OF PEACE."** The gala was held at UNESCO last 15 December for the benefit of the Palestine Future Foundation whose president is Yasser Arafat's wife. The programme included performances by: opera diva Montserrat Caballé, the Palestinian group A'Arass, the rai group Cheb Mami, jazz pianist Michel Petrucciani and Chico and the Gypsies.

UNESCO also awarded the Foundation with $50,000 *"to contribute to creating areas of peace for many Palestinian children and youth"* explained the Organisation's Director General, Federico Mayor.

AFRICANS ON AFRICA

Presenting the daily lives of African men and women, most of them young, and from different horizons: a teacher in a rural school in Madagascar (p.9), the Head of a Department at the University of Zimbabwe (p. 10), an Algerian journalist (p.11) the Director of an NGO devoted to AIDS Prevention in Uganda (p.14), a human rights activist in the Congo (p.15) and a former child guerilla in Mozambique (p.16). This is the objective of this month's Focus - to convey their commitment and refusal, their hopes and fears, as seen through the eyes of African journalists, and with no pretention of offering a "representative" sampling of African societies. The dossier, which opens with the reflections of writer and sociologist Axelle Kabou, was prepared in the framework of the symposium "Audience Africa". Organized by UNESCO at Headquarters from February 6 to 10, the meeting aims at enabling Africans to define their own priorities for social development.

In 1991, I wrote a savage critique of how black urban Africans were using ideology to reject progress while pretending to welcome it. So I ought to be delighted by the many efforts being made by Africans today to work out the best way to improve our standard of living in Africa.

The rash of "African-made strategic plans" in recent years is supposed to be a good sign. But I'm not so sure. It's good to consult Africans about things that concern them. But all the conferences and seminars on the subject that I've attended have made me question the ability of such plans to help improve the lives of Africans.

To have any hope of success, helping Africans to work out their priorities must be based on Africans of all classes developing a clear picture of their future. This should have realistic, related aims - quantitative and qualitative - with a clear framework and be part of a vision of society which has been discussed and is shared by all.

Should there be education for all? If so, what for? How? In what form? For what kind of economy? In what framework? Electricity for all? Fine, but what energy sources should generate it, and how? Co-operation? To what end? And so on.

The chosen priorities mustn't be carried out in a void and must be tied to broad, well-supported, good quality projects. Identifying priorities is only useful if you know where you want to go. But at present, we Africans don't seem to have an explicit and shared vision of what we want to become or a clear idea of whether we can reach such goals. Our failure to do so is only increasing the lack of coordination between programmes conceived with or without African participation.

Because of our acute dependence on the outside world and our vulnerability to the whims of the major world powers, the business of working out priorities must also take into account the international context in which we would be trying to reach our goals.

LIMITED AND SUBORDINATED

Unless these conditions are met, the priorities chosen by or for Africans will be limited to matters of food, health and bogus identity and subordinated to the decisions of our foreign aid suppliers or to the fashionable ideas of Africa experts without any thought for the conditions in which they are to be applied.

Such lack of method, of clear proposals by ourselves about our future explains why current speeches about Africa's future are simply an echo of the latest foreigners' theories about alternative development.

It's not unusual for us to be asked to give an African opinion about schemes devised in accordance with what others think about the future of our marginalisation in world affairs. Thus, when the notion of "The Asian Miracle" was all the rage, Africans were encouraged to reform their institutions to try to become the new "dragons". Now that alternative ways of development are again in vogue, and even alternatives to development itself, you can bet we'll soon be asked to work out priorities so we can return to a state of nature.

I've been struck by the new stress in recent years on respect for local cultures, ethnic identity and other things from within. These ideas aren't new. They're an old story, in fact, and one which is clearly the biggest threat to emergence of an African philosophy suited to the challenges of modern Africa. The *"need to take account of Africa's special characteristics"* is becoming a refrain for development politicians inside and outside the continent whatever field is under discussion - democracy, technology or economic organisation.

I've no space here to look at all the factors behind this mood, so I'll just mention those which concern the international ideological climate.The following things have happened (not necessarily is this order):

- an international "aid fatigue" has developed which was already in evidence before the drying up of soft loans for the Third

World as calls for aid grew from the former Soviet bloc countries.

- Europe's energies have been diverted to building that continent.

- the United States has become more interested in the Asia-Pacific area and the Middle East.

- bilateral aid is now more tied to security issues, such as protection against immigration, drugs and AIDS. It's also responding to growing criticism of "Western" development models, especially their effect on society and the environment, to the point where officials are declaring such models undesirable in under-developed countries.

- the media has stressed the ethnic aspect of the slaughter in Rwanda, Somalia, Angola and Sudan.

- and, most important, the development policies and strategies applied in Africa have failed to create any kind of modern society.

If you throw in a very high birth rate and bad, rapidly-advancing urbanisation and a backcloth of crumbling nation-states, you can fairly say Africa has become a bottomless pit for any sort of money.

The result is a great weariness, so real that the international community now only wants to see Africa in terms of this fashionable indigenism. It's also trying to detect hopeful signs there which I don't think exist (a vigorous informal sector, democratisation, press freedom, etc.) and to restrict discussion to these subjects.

This weariness added to things like the new worldwide network of production and trade explains why Africans are consulted more and more about their own interests. Africa's internal forces become the be-all-and-end-all of its development.

The "back to the roots" people are asking us to genuflect (or risk being called faint-hearted) before the "genius" of the informal sector, in which my maternal grandmother painfully eked a miserable living while dreaming about a better life unrelated to any innate African cultural talents. They want us to proclaim - along with the American political scientist Goran Hyden - that "small" is once again *"beautiful and feasible"*. They bid us fall into raptures over the progress of democratisation and press freedom even as dictatorships are rearing up again. They say *"Look! Africa's on the move!"* As if it had ever stood still. They want us to believe that since development in the North has failed, Africa must invent another kind of modernity, built on the capital of its traditional knowledge.

The countries of the North are now having to defend their standards of living in a very competitive world, so there's little hope the poorest countries will get much development aid from them. But what's less obvious is that the new notion of "back to the roots" coincides with growing social and economic worries in the societies of the North.

Since this *"back to nature"* idea has become an obsession that NGOs and others are making a great effort to apply, we must remind those Africans and agents of development fascinated by it that the ability of our traditional skills and knowledge to solve Africa's problems has long been clearly insufficient. Witness our history of slavery, colonisation and now the growing pauperisation of our people. The technologies devised by "traditional" African societies just aren't up to dealing with the scope and nature of the multitudinous challenges facing African societies today. For example, some people expect the population of West Africa to rise to 420 million by the year 2020 (from 194 million in 1990). I don't think we'll manage to satisfy our basic material needs if we just rely on our "traditional" knowledge.

The *"need to take into account African qualities"* is doing just as much damage in politics. Since the start of the debates about democratisation, African intellectuals and university people have gone on about creating democratic models *"suited to our cultures."*

DANGER OF ETHNICITY

Such debates, in which ethnicity is seen as the best basis on which to build viable political systems for ourselves, are conducted behind closed doors in the private language of sociologists and political scientists. The reasoning is, as I understand it, that since the budding nation-states are beset by subversion, and since economic integration is almost entirely achieved through the solidity of traditional inter-ethnic economic networks, all that needs to be done is to fall back on ethnicity and create ethnically-based nations. To defend ethnicity is seen these days as progressive, but I think there's a big danger in it. The danger of forcing out of Africa the increasing number of Africans who don't feel at home with such divisions.

The most urgent task of all is to establish an independent African viewpoint, which is aware of the long-term implications of decisions taken today. But this can't be done unless we try to establish priorities in accordance with our long-term vision based on our abilities and aspirations and taking into account possible changes in the world we live in.

Africa is looking for models. I just hope the models which emerge from this quest aren't going to be built with the idea that we have to revive our past. Because our futures are beckoning. It would be a shame to fail them.

Axelle KABOU, Writer
Communications specialist
Abidjan

Aims: to hear different components of African society spell out the continent's social development priorities and how to put them into effect, notably in fields concerning UNESCO. The main priority is training - making the best use of Africa's human potential ("human resources development" and "capacity-building") - and especially the enhancement of the role of citizen and producer in Africa.

Conclusions of the meeting will be presented at the World Summit for Social Development in Copenhagen from March 6 to12, 1995. The commitments UNESCO will make as a result will be included in UNESCO's next Medium-Term Plan (1996-2001). It is also hoped that Audience Africa will launch a new kind of partnership between Africa and the rest of the world.

Main topics: training, knowledge sharing, science, technology and sustainable development; regionalisation and development; rural communication and development; democracy in everyday life and development: the culture of peace. Each topic will be dealt with by one of the five commissions.

Participants: about 300 representatives of governments (about 10 heads of state are expected to attend), and in the fields of education, science and culture as well as professional bodies. Participants will also represent international organisations (governmental and non-governmental) involved in Africa.

THE SCHOOL INSPECTOR DROPS BY

In a small Malagasy village, the young school teacher Fara tries to keep order in the classroom despite visits by a lustful rooster and an official school inspector.

Fara, 23 and single, teaches at the Madabe state primary school in the sub-district of Mahabo, in Western Madagascar. The school inspector has just been by and she has written to Nirina, her old room-mate at the teachers' training college in Antananarivo, who works in a school at the other end of the country.

Dear Nirina,

What a relief to write to you. The inspector came to my class yesterday. I think I did OK. Phew!

Our headmaster wanted to impress the inspector. So he re-did the classroom. The faded old blackboard got a nice coat of paint and the duster with the holes in it was thrown out and replaced by a bright pink sponge. The cheap old chalk which screeches and scratches went too. The new crayons are softer and smoother (and very expensive!). The room was thoroughly cleaned and even the heap of broken old bench seats at the far end of the room were taken away. Good. Because the headmaster's wife had put a box with straw in it for her chicken to lay eggs in. Sometimes a randy cockerel chases the hen around the classroom... You can imagine the chaos and the kids shouting!

The headmaster also made sure all my pupils were present. At this time of the year, parents often keep their kids at home to help plant the rice. So the headmaster had to go door-to-door in the village to persuade parents to send their children to school. He promised candy for every child who turned up. It worked. Only two were absent yesterday out of a class of 40.

Here, many parents can't pay the registration fees or buy the school items and the blouse that every child must have to attend. Often those parents who can, use the school as sort of nursery and take their children out of school when there's work to do in the fields. The school used to be respected because if you'd gone through classes, you could always get a civil service job and earn good money and prestige. Now, with the pressure by the World Bank and the International Monetary Fund, the government isn't hiring any more. So, people just don't see the use of the school anymore.

Fortunately, the inspector gave us notice of his visit. Three years ago, one dropped by unannounced on a day when the head had gone into town and two of the three teachers had sent their pupils home and gone off fishing - who can blame them for wanting to bring something different home for dinner. Life has been hard since the CFA franc was devalued.

Being a teacher is less and less prestigious because we're just as poor, if not poorer than the peasants. In Madabe (with 900 inhabitants), people make a living mostly from growing rice and breeding zebus. Social status is measured by how much paddy or head of cattle you have and since teachers don't have any at all...,

The day of the inspection I swapped my rubber sandals for proper shoes. As you know, the inspectors require teachers to

dress neatly in the classroom. How can we dress properly on our kind of salary - the equivalent of 70 kilos of rice a month? Well, I used up half my salary on a pair of leather shoes from the Indian shoe shop. It'll completely throw my budget out. I wore the skirt and blouse I wear when I go to the Pentecostal church on Sunday and a jacket borrowed from Irma, the secretary at the town hall.

So I looked nice, but it was a bit hard walking around on high heels. I couldn't do what Rivo, the trainee teacher,did when he showed his class what a "galloping horse" was by dancing round the room. That kind of nonsense is guaranteed when you stick to the rules for French lessons which say you can't explain things in Malagasy but must do it in mime. Luckily enough, my lesson was a "a walk in the forest." If the inspector had come a week later, he'd have caught me with "the cries of birds." How would I have gotten out of explaining to my ten to 12 year old pupils how "birds chirp, crows caw, chickens cluck, chicks cheep and turkeys gobble?"

When I explain French words and phrases, I often break the rules and use Malagasy. The kids understand perfectly. How easy it would be to teach foreign languages if you were allowed to use your mother tongue.

Anyway, all's well that ends well. The inspector seemed satisfied and congratulated me. In theory, I'll be a B grade teacher next year. A fancy promotion, but measly money. In one year, all that the extra money will buy me is a pair of shoes. We're really badly paid, us teachers! And to think they so grandly call us "the blacksmiths of the country's future"!

You know, I didn't really feel cut out to be a teacher but I applied to the training college because you got paid a little with free food and lodging. But I'm developing a talent and a taste for teaching. Thanks to my work, my pupils are reading books on farming methods, are learning how harmful it is to chop down trees and are following basic rules of hygiene. It's inspiring! I get the feeling that I am directly involved in developing our countryside. It's a long haul, but it'll pay off and people will eventually recognise how important it is. And then the peasants will see us in a different light and the government will seriously rethink our low pay...

Well Nirina, must go now. I'll let you know about the inspector's official verdict.

Love,

Fara

Adelson RAZAFY,
Madagascar Tribune

A PASSION FOR RESEARCH

But for Sara Feresu, 39, Head of the Biological Sciences Department at the University of Zimbabwe, administrative and teaching tasks leave little time for the lab.

The old saying *"Never judge a book by its cover"* could apply to Dr. Sara Feresu of the University of Zimbabwe.

From her simple appearance and unpretentious manner, you wouldn't think the tall, soft-spoken woman was a professor and head of department.

Dr Feresu is the first black woman to become chair of the university's department of biological sciences - one of its biggest - with a staff of 31, 21 technicians and 24 non-academic staff. She is also a senior lecturer in bacteriology and applied microbiology (industrial and environmental) and sits on the university's governing council.

Far from boasting about her career, she feels it prevents her from doing what she really wants to do - research. She has two major projects, which have drawn little local backing but some financial support from abroad. One is leptospirosis in Zimbabwe's cattle population. The disease affects most mammals and can be transmitted to humans.

In livestock, it causes abortion, stillbirth, retained placenta, infertility and reduced milk production. In humans, it usually causes yellow jaundice. Some think people diagnosed as having the deadly hepatitis B actually have leptospirosis.

The disease is recognised worldwide but difficult diagnosis makes it hard to estimate the economic damage it causes.

In poor countries, low living standards, labour intensive agriculture, bad drainage and generally limited sanitation, all favour its transmission from cattle to humans.

Zimbabwe, one of Africa's leading exporters of beef to Europe, also has a large and widely-distributed wildlife population which also favours spread of the disease.

Dr Feresu is trying to measure the extent of leptospirosis in Zimbabwe with the aim of developing a vaccine to fight it. Since 1983 when she began working on the project, she and her research students have found five strains of leptospira not recorded elsewhere in the world.

Of some 8,000 normal cattle examined in 1987-88, about 27% had the disease. A follow-up survey in 1988 at the Cold Storage Commission, the country's largest beef distributor, found 10% of 500 slaughtered animals carrying the disease in their kidneys, where it can live for a long time.

Dr Feresu is also studying the rat-plagued farms owned by the city of Harare to see whether there are any leptospira antibodies among the farmworkers.

But she is not happy with the pace of her two projects or the lack of support from the government. She estimates she spends 90% of her time running her department and, in term-time, the rest on teaching. *"But you don't get promoted for these two things,"* she says. *"What I'd like is 30% administration, 20% teaching and 50% research. But to run a department as big as mine properly, you just have to spend more time on administration.*

"This is one of the problems of being a new country. Young people tend to get appointed as administrators and other areas suffer."

Dr. Feresu said efforts were afoot to appoint more women to senior positions in the university. *"I have sacrificed the research part of my career,"* she says. *"My vehicle for research is students, but I hardly have time."*

Dr Feresu, who joined the university in 1982 and became head of the biological sciences department 10 years later, is not a typical African woman. At the age of 39, she is single and has no children. *"By Western standards, I'm not performing as well as I should. But compared with my colleagues, I've achieved a lot. I don't think I'd have achieved it if I had a husband."*

CULTURAL PRESSURE

Now and again, the cultural pressure irritates her: *"Sometimes I have to run away or hide because people keep asking me when I'm going to get married."*

She is glad she began her research in the early 1980s and got backing from the Swedish International foundation for Science, the Afro Bio-Sciences Network and the US National Institute of Health.

"Not everyone gets this kind of support," she says. *"It's a real struggle. Some of us were lucky we started then. Young researchers now have serious problems. First, they can't afford a house or car, so it's hard to concentrate. Then there's no money for their projects.*

"It's even harder for women. It's very difficult to be a prosperous and professional African woman. In the end, you have to sacrifice something. You have to perform much better than your male colleagues, unless you use other powers," she says, laughing.

Dr. Feresu, who is involved in other research projects and sits on boards and committees of scientific organisations, was due to leave on January 1 for a nine-month fellowship at the Centre for Disease Control in the United States.

What does she do with her free time?

"Do you think I have any? I play a bit of squash, go jogging and do aerobics. I also watch television. But I'd like to do a lot more research," she says.

Ndaba NYONI
Ziana, Harare

"I REFUSED TO DIE"

Tahar Hani, 25, a journalist at the daily newspaper El Watan, was forced to change his life in Algiers and finally resign himself to going into exile. He tells the story.

It's tough being a journalist in Algeria these days. You get threatened by the government and you get threatened by the opposition.

The government, with dictatorial powers, takes a malicious delight in pulling articles it deems *"insulting"* out of newspapers just before press time. It also likes putting journalists in prison. And censorship is clearly back. At least six papers have been shut in the space of a month and censorship committees set up in print shops. Journalists must content themselves with *"official"* news from state-owned Algérie Presse Service (APS) and television.

But what has especially marked the past two years has been the fury of armed groups against the media. Every journalist has had a personal taste of it in these two years of fear and terror.

Mine began when the Algiers Special Court condemned to death the people who planted a bomb at Algiers airport in August 1992. I covered the event, so I'd bylined frontpage articles for about 25 days. My articles marked me out as an enemy in the eyes of the Islamic fundamentalists who followed the trial very closely. My name was posted in several of the capital's mosques marked with the death sentence.

I never seriously considered moving from my house to hide out with a friend, a colleague or a relative because I hadn't yet realised that just doing my job would stir up the wrath of the fundamentalists.

FIRST THREAT

The first threat I got was by phone. The caller, after reading a short extract from the Koran, asked: *"Is that you, Tahar Hani? You're going to die, like our brothers Meliani, Hchaichi and the others convicted by a court (the Special Court) made up of infidels and traitors. We recognise only God's judgement."*

I went on working normally however, going home each night until the day two men turned up at the house and peppered my cousin, who answered the door, with questions like *"Does Tahar Hani live here? Is he a reporter at El Watan? Does he come home early or late? Tell him we're his enemies and that we're going to kill him even if he has only one day to live."*

I was now starting to be really afraid. Nights became interminable: I feared a break-in and was afraid for my family. Before leaving my house, I'd look out of the window to check if anyone suspicious was hanging around. I completely changed my routine and itineraries. No more coffees

PRESSE / Entre deux feux croisés

El Watan

Le Quotidien Indépendant

LE JOURNALISME ALGÉRIEN EN DEUIL

Le billetiste de charme est mort

with friends in the neighbourhood. Even the beach was off-limits. At the time, the Armed Islamic Group (GIA) was threatening everyone who went there to relax. I didn't take the bus any more. I'd jump into a taxi and ask the driver to drop me off at the front door of the newspaper office.

To get out of this increasingly devastating atmosphere, the paper sent me to Morocco. On our daily, whenever a journalist is about to crack, he's sent abroad to get some fresh air and rest.

In July 1993, tensions rose. Several colleagues were executed. The press, though divided, reacted by demanding that the government strengthen security. At the end of October, the government requisitioned some bungalows and a hotel on the coast where threatened journalists and executives are still in hiding. I got a room there, which I shared with a colleague. Before realising what had happened, I was living like an immigrant 20 kilometres from my home.

There were days when I hated my profession. I would have liked to have been a simple farmer or a small-time black marketeer, and turn my back on politics and all the troubles plaguing my country. I often compared it to Morocco and Tunisia where there was peace despite the economic crisis.

One question gnawed at me: *"Why don't the terrorists go after the old potentates of the National Liberation Front (FLN), they who've bled the country dry since independence in 1962? Why do they pick on simple journalists, responsible for nothing?"* I started to have just one idea: to leave the country, even if it meant forever.

ON THE ALERT

I couldn't go out any more. I wasn't brave enough now to expose myself to danger. I refused to die. Near the end, I found myself in cemeteries much more than in cinemas or libraries. It was hard to stay on the alert all the time, and not to be able to go out in a group or to enjoy a game of football. I didn't go into town any more, even forgot what it was like to be in a crowd and felt self-conscious walking around.

Professionally, I felt I was slipping. For months, I worked on a single subject - terrorism. I had to go to the scenes of the crimes to try to pick up information, to talk to the police. It all drew me slowly away from real journalism, which is investigation and proper reporting.

The atmosphere in the newsroom became impossible. All anybody talked about was terrorism and death.

Feelings of unreality and disgust filled me every time the APS or AFP announced a murder - one day it was an intellectual, another a schoolgirl, a woman, or ...

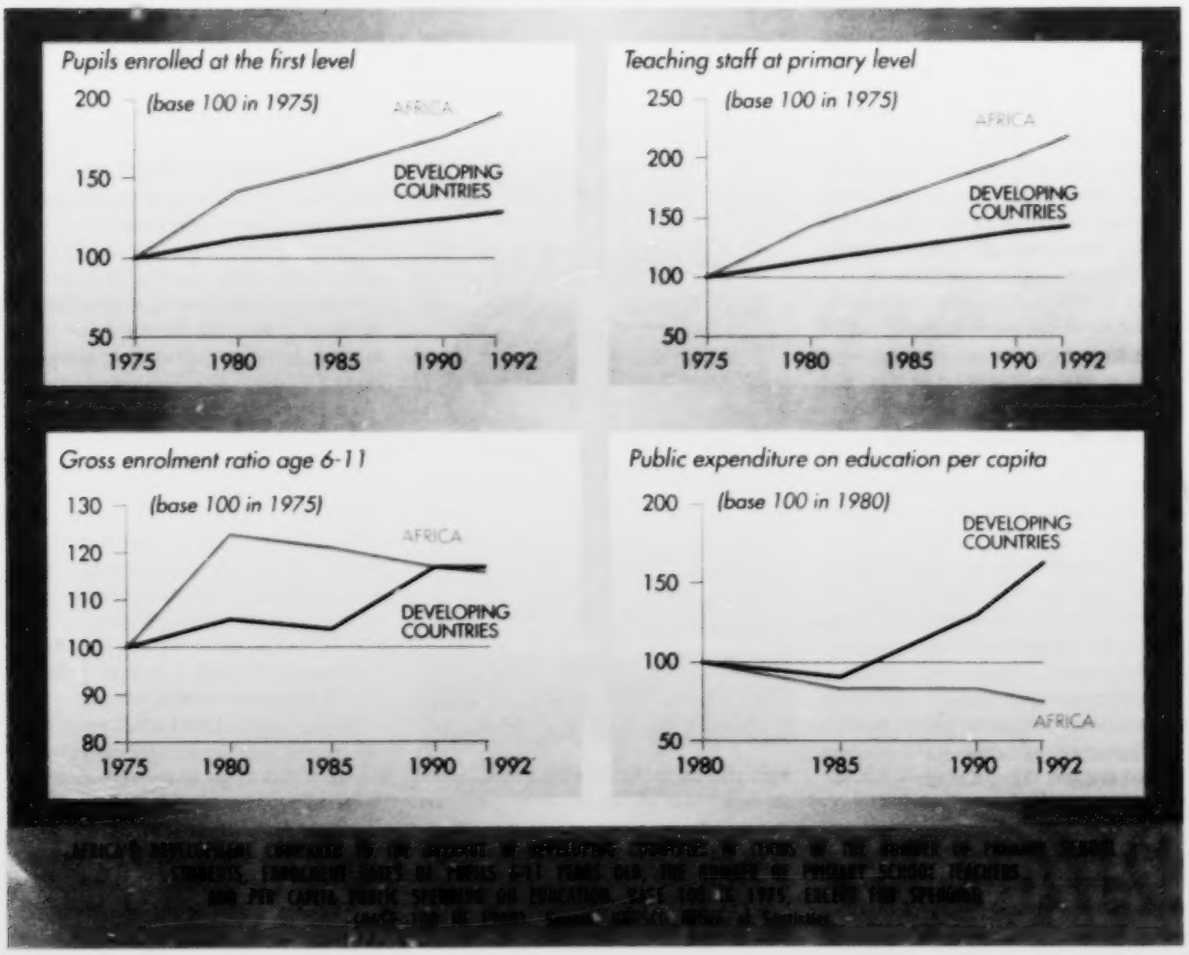
I caught myself calculating how many journalists or foreigners had been killed, as if my work had been reduced to body counting. I would have liked to have changed my surroundings completely, but I couldn't. Because at heart, I loved my job.

Tahar HANI, *El Watan*
In exile in France since December 9, 1994.

MAJOR EFFORTS ...

In two key areas, primary education and media, Africa's development in the last 20 years compares favourably to that of the rest of the Third World. But the continent's population growth, which is higher

PRIMARY SCHOOL EDUCATION: CONSISTENTLY BEHIND



Africa has undertaken enormous efforts in primary education.

The total number of primary school pupils and teachers has considerably grown. Between 1975 and 1992, the number of pupils nearly doubled while the number of teachers multiplied more than twice.

On average, this progress is clearly above that recorded during the same period in the rest of the Third World. Despite these efforts, the percentage of children between the ages of 6-11 years old who are enrolled in school has remained the same as that found throughout the Third World. This is due to Africa's population growth rate which is higher than all other developing regions: 2.9% on average per year since 1970 compared to 2.2%.

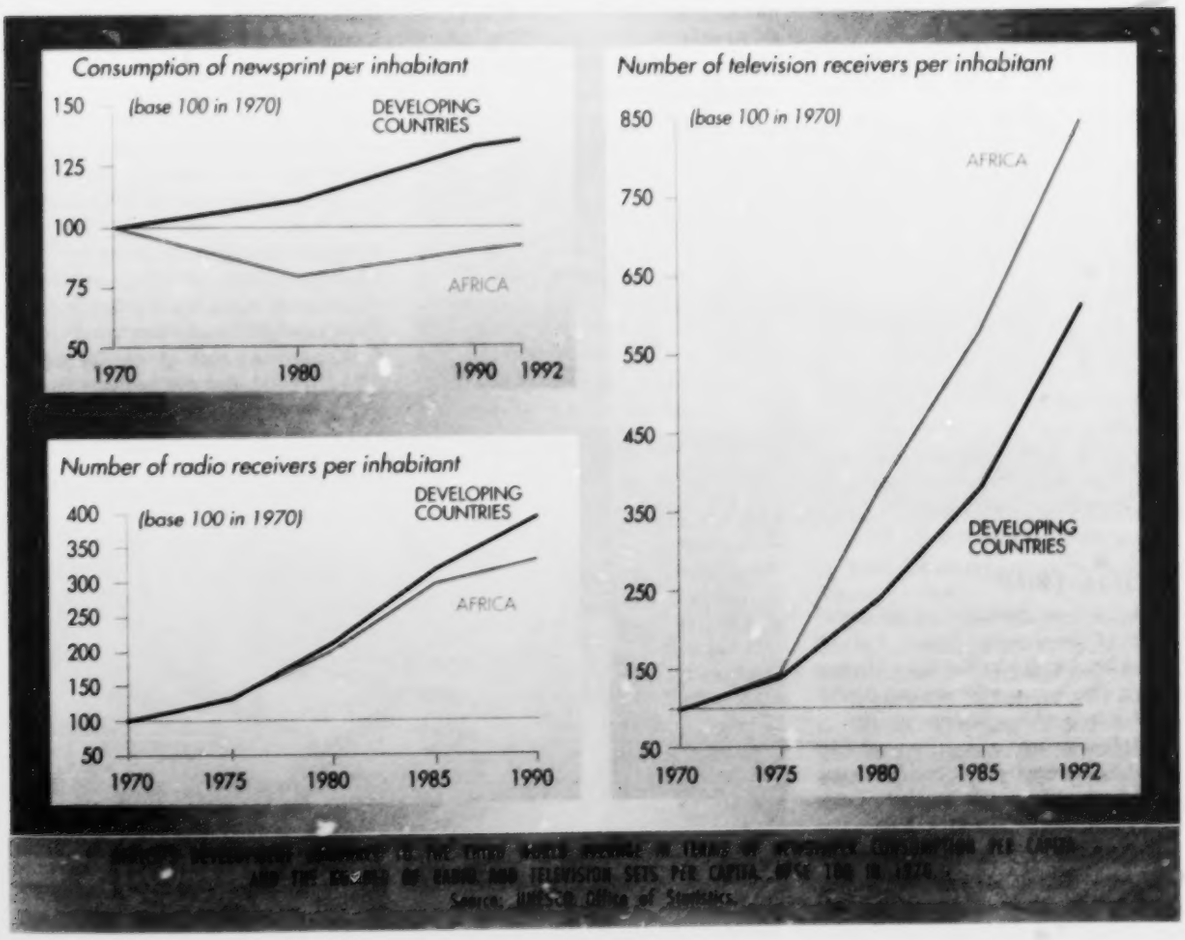
Actually, the percentage of GNP devoted to public education in Africa is still higher than the Third World average: it varied between 5.3% and 5.9% from 1980 to 1992 compared to 3.7% and 4.1%. Yet in absolute numbers, spending per capita has decreased by 25% since 1980. Whereas it has risen by an average of 63% in the Third World. This disparity is due to Africa's particularly acute economic crisis.

Results: the continent has not made up for its quantitative shortcomings in primary schooling and above all in the quality of education, which has dramatically fallen.

... BUT UNEQUAL RESULTS

than anywhere else, and a profound economic crisis that is also unequalled, are proving major handicaps.

MEDIA: NEWSPAPERS LAGGING, AUDIOVISUAL ON PAR



Source: UNESCO Office of Statistics.

An introductory note: concerning newspaper consumption, available statistics are very imprecise. Consequently, the development indicated here reflects overall trends only.

In the first area, it is clear that the African press continues to lag behind: newspaper consumption remained at the same level in 1992 as that in 1970 whereas the average rate in the Third World grew by 62%. The reasons are clear: a high illiteracy rate, very low purchasing power, significant difficulties in communication and a lack of qualified staff, mainly in management. Result: consumption was less than half of that seen in the rest of the Third World in 1992.

On the other hand, the increasing numbers of radios and televisions generally match the Third World average: slightly lower for radio and slightly higher for television.

It should be remembered that this area requires substantial investment and that transmitters often don't reach beyond urban centres to needy rural areas.

Infography: A. Darmon

FIGHTING AIDS IN EAST AFRICA

Sande Pandy Ndimwibo of Uganda, where an estimated 1.5 million are HIV-positive, explains how the Youth Association he directs is fighting to change behaviour and stem the epidemic.

Some of my relatives and close friends have died of AIDS", said Sande Pandy Ndimwibo bitterly. *"People were ignorant about it. Many who died were young like me. I decided to help fight AIDS and stop it killing people just like that."*

He turned away for a moment. His eyes were tired and thoughtful, as if they had seen suffering and hardship.

Ndimwibo is executive director of the Uganda Youth Anti-AIDS Association (UYAAS), a non-governmental organisation (NGO) operating in the suburbs of the Ugandan capital, Kampala, and in the district of Mpigi.

"AIDS is a national calamity here," he said. *"Thousands have died. The government says over 1.5 million people are HIV-positive. The number might be higher. Ugandans are desperate. One woman told people God had instructed her to use soil to cure all diseases, including AIDS. Thousands of people carried soil from where she lived. They mixed it with water and ate it to try to cure AIDS, but it didn't work."*

A "SIDE CHILD"

Ndimwibo is a *"side child"* of the unwed union of his lawyer father, Patrick Ndimwibo, and Jamira Kulaba, a Moslem woman who was a secretary at a district office of the veterinary affairs ministry.

"My father was a magistrate at Fort Portal, in Western Uganda, and at Kiboga, in the centre of the country. He had nine children. My mother had three children, but I didn't grow up with my brothers and sisters. I was born in Jinja, the second biggest town in Uganda and grew up with my aunt in Tororo, on the border with Kenya."

As a *"side child"* Ndimwibo, seems to have had an unhappy, neglected childhood. He hopes *"to open a home for orphans."*

"I went to primary and secondary school in Kisoko, in Tororo district, and later followed my aunt to Eldoret, in Kenya, where I got a diploma in electrical engineering and then a certificate in social work and administration."

In the late 1980s, he returned to Uganda and worked for a firm in Tororo town. When his friends and relatives began dying of AIDS, he decided to go to Kampala to join the fight against the disease.

"When I got there in 1989," he said, *"I visited Mulago Hospital and was shocked by the overcrowded conditions of the AIDS patients. I and some friends discussed setting up an anti-AIDS organisation. Two of them worked at the Sheraton Hotel in Kampala and another used to work for a herbal medicine company."*

So the association UYAAS, was born. So far it has set up eight anti-AIDS clubs in the suburbs of Kampala and in secondary schools. Each has about 100 members. They distribute information materials, encourage the use of condoms and other safe sex practices, and use music, dance and drama to try to change people's behaviour.

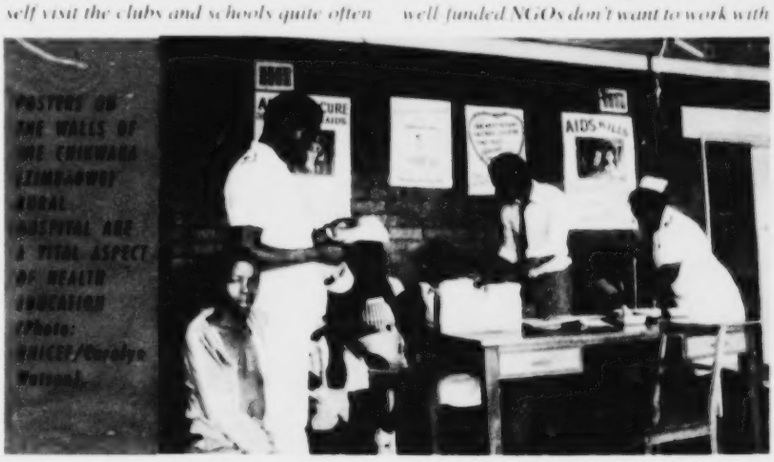
"We've trained people to educate secondary school pupils and other young people about AIDS," said Ndimwibo. *"I myself visit the clubs and schools quite often to supervise activities. They're doing tremendous work. But some school authorities are hostile to UYAAS, accusing it of corrupting young people by educating them about sex. And the clergy is against the use of condoms."*

Fighting AIDS also comes up against local customs which people are afraid to break. Such as men being expected to inherit their brothers' widows, which often means inheriting AIDS victims. In some places, wives belong to the clan and are shared among brothers. At funerals and other celebrations, there is sometimes indiscriminate sex. In southern Uganda's Rakai district, near the Tanzanian border, where lorry drivers from the Indian Ocean coast stop overnight, AIDS has left some villages with only orphans and old people.

"Some people refuse to use condoms on grounds that they reduce pleasure," Ndimwibo noted. They say: *"We cannot eat a sweet in the polythene paper."*

"But we have to get Ugandans to change their behaviour if we're to stop AIDS spreading. We give people more responsibility in UYAAS if they show they have changed their ways.

"We're supported by a local bank, Stanbic, Shell oil company, UNICEF and several foreign NGOs, including the Overseas Development Network (a community development organisation based in California) and the Dutch Humanist Institute for Cooperation with Developing Countries (HIVOS). But one problem is that well funded NGOs don't want to work with poor ones. Our funding is mostly foreign. My half-sister Juliet is also helping me. She's studying medicine at Makerere University. UYAAS also employs four sociology graduates from Makerere, who had been without jobs for some time."


POSTERS ON THE WALLS OF THE CHIKWAKA (ZIMBABWE) RURAL HOSPITAL ARE A VITAL ASPECT OF HEALTH EDUCATION
(Photo: UNICEF/Carolyn Watson)

Married with a one and a half yearold daughter – his wife Irene has a diploma in business studies, Ndimwibo is optimistic.

"I think we're having some effect to judge by reduction of the number of teenage pregnancies and sex partners," he said, *"and also the fact that more people are asking for condoms and sex education."*

Mogemese NAMUNGALU, Chief Editor
Uganda News Agency

DEMOCRACY ON A SLIPPERY SLOPE

Seraphin Younguila, head of an organisation to help victims of violence in the Congo, is "fed up" with "political squabbling" and leaders who prepare for war while talking peace.

Congo went through two periods of political violence, in 1992 and 1993, because of fighting between supporters of the president and of the opposition.

The pro-government people came mostly from the Nibolek region, stretching south from the capital, Brazzaville, to the sea. The opposition forces were mostly from the Pool region, around the city. More than 2,000 people were killed and about 30,000 *"lost everything"*.

Among these latter was high school teacher Seraphin Younguila. An opposition supporter, he and many others fled Mfilou, one of the capital's seven districts where he lived with his wife and nine children. It was in Mfilou that the fighting, which was won by the *"presidential-line"* forces, was the bloodiest.

But he did not give up. He is used to running things and is a former treasurer of the parents' association at his school; he is now in charge of coordinating help for victims in his district.

How did you manage to escape?

On the morning of December 11, 1993, coming back from mass, I ran into some neighbours who warned me not to go home. People with guns, machetes and iron bars were looting and burning the houses of people from Pool. Everybody was getting out. I had to flee too, without knowing what had happened to my family. I found them much later at the bus station.

How did you recover from all this?

My uncle put us up for a while at his house in Moungali, an area of the city unaffected by the riots. But we couldn't all stay in his house which had only two tiny rooms, so I rented one in the Talangai district, where we feel safer because the area is controlled by supporters of former President Denis Sassou Nguesso, who backed the opposition. We actually have very little money. However, my wife has a little stall at the market and I teach courses at a private school, so we make ends meet.

What does your organisation do?

Those uprooted by the violence have been abandoned by the authorities. If you supported the government, you received a bit of compensation. We're accused of belonging to the opposition, so we didn't get anything. For many people, things are very hard. Some have gone back to their home village or sent their families there.

Our organisation helps them prepare a good dossier and to find a new place to live. We've set up a clinic for families who can no longer pay for treatment for their children. We're also organising support networks for those who've lost family members. Mainly, we're trying to promote the reinsertion of victims and help them lead a normal life again.

After living through these riots, what do you think about democracy?

Democracy's good because it gives us freedom of expression. But it hasn't solved the problem of tribalism. In fact, we have to admit that the problem was never even brought up during the period of one-party rule. The politicians are the problem. They speak in the name of the people and ask for their votes to gain power. But as soon as they come to power they forget to defend anything but their own interests.

How did it get to this point, this violent tribalism?

It's simple. There were special parliamentary elections in 1993, but the opposition contested the results favourable to the government. Supposedly to defend democracy, each side stirred up its supporters and inflamed tribal hatreds. Then they distributed weapons. Today, there are armed militias and those in power give top jobs to people from their home region. They see power as theirs by right and criticism of the president as an attack on their region. So they fight back. Anyone forming a political party also surrounds himself with people from his own region.

Does democracy mean greater respect for human rights?

I don't think so. Look what we've been through. Women have been raped and killed. Children have been tortured. Since we're officially a democracy, the international community hasn't batted an eyelid. The media concentrates on Rwanda. What's happening there is terrible, much worse than here. But it's basically the same thing. Our leaders must be made to respect human rights and make as a condition for getting the bonus of democracy they're so keen on.

Are you afraid for the future?

Yes. Because the politicians are preparing for war while they're talking peace. Our democracy's on a slippery slope. Nothing's improved economically since it arrived. The franc has been devaluated, prices have soared, civil servants haven't been paid for nearly a year and no jobs are being created. All we're seeing is political squabbling. We've even got armed militias now. I'm fed up with all of it.

Joachim MBANZA
Brazzaville

HUNGRY FOR PEACE

Kidnapped by guerillas in Mozambique and forced to fight a war he did not understand, Sergio Sitoe longs for "a normal life".

Sergio Sitoe doesn't understand how he did the things he did during Mozambique's long civil war. *"I wouldn't want to do them again and I really hope I can forget it,"* he says. The *"things"* Sergio wants to wipe out of his mind are the horrific experiences he had during his 10 years as a boy soldier in the rebel guerrilla army, RENAMO*.

Sergio was born in Manjacaze, a town some 300 km north of the capital, Maputo, *"but I don't know exactly when,"* he says. He had a quiet early childhood in prosperous farming, forestry and cattle country, and seemed headed for a "normal" life.

Then, one night in 1982, his village was attacked. War was raging between RENAMO and the FRELIMO government, a war which devastated Mozambique for 16 years. *"I don't remember exactly what happened. Everyone was asleep and I was still only a kid,"* says Sergio, who was then in his second year at primary school and hadn't really learned to read or write. He has since almost forgotten the little he knew. RENAMO took him away.

"I COULD HARDLY REFUSE"

He was in a group of other prisoners - children, women, youths, old people. They walked for days through country Sergio didn't know until they came to a guerrilla base at Homoine, in Inhambane province, several hundred kilometres to the north.

The rebels gave him domestic chores, probably because he was so young. He washed the clothes of the *"officers"*, gathered firewood and helped with the cooking. Then, after about a year, he became a soldier. *"I could hardly refuse,"* he says.

It was a life of tough training, with no room for feelings, food eaten whenever it could be snatched, the longing for home, family and friends, and being forced to fight the war.

For nearly 10 years, Sergio fought all over Inhambane province and, gun in hand, grew from a child into a teenager, doing things he doesn't really want to describe. He talks awkwardly in his mother tongue, Xangana, with pauses and strained little laughs. *"The thing I had most trouble getting used to,"* he says, *"was the spirit of war. If you've never come across it, it's hard to imagine."*

Sergio couldn't say much more about what happened to him. *"RENAMO made me a war robot rather than a thinking person. I never really understood why I was fighting. I was taught to obey without asking questions. They always told us we were fighting for democracy. But even now, I don't really know what that means."*

As soon as he heard the peace treaty had been signed, Sergio grabbed his things and persuaded a dozen of his friends to escape with him, at the risk of being killed.

His family was shocked to see him. They thought he had died long ago. *"But, thank God, they were pleased too. That was the main thing for me. I don't think I'd have survived if they hadn't been so understanding. I was so scared they'd reject me."*

The region they lived in was a stronghold of the FRELIMO forces Sergio had fought as a rebel soldier. His relatives demonstrated their trust in him with a big ceremony to invoke the ancestors by sacrificing several animals so as to, as he put it, *"cleanse"* his body and spirit in vague terms: both his father and mother died while he was away.

Then he went to Maputo, where he lives today with his elder brother and sister-in-law and has a job as a building worker. But some of his work colleagues won't let him forget. *"They're bent on pushing me out be reminding me of my past,"* he says.

Sergio's big dream is to study. He's saving up for it from his wages. *"I'm still very young and I know what I want,"* he says. That includes getting married and having a home, with lots of children and happiness. *"I know I can't have it all at once,"* he says. *"War taught me to be patient, calm and determined."*

Right now, he wants to join the Swiss Mission church. *"That was my parents church and I have a lot of respect for it. It was religion that helped me through all those years and which saved me from the worst effects. Only God knows how much I suffered when I did things against my will and my principles."*

He's not waiting for any compensation for losing part of his childhood to the war. *"I haven't asked for anything because I don't want anything. Just leave me be and give me time to start living like a normal person,"* he says. *"All I want is for the peace to hold."*

Tens of thousands of young Mozambicans lived through the war with guns in their hands like Sergio. They will go their different ways. Not all of them have been welcomed back to their homes. Not all of them have found a job or have a clear idea of what they want to do. But whatever they've done in the past, they all have a right to dream.

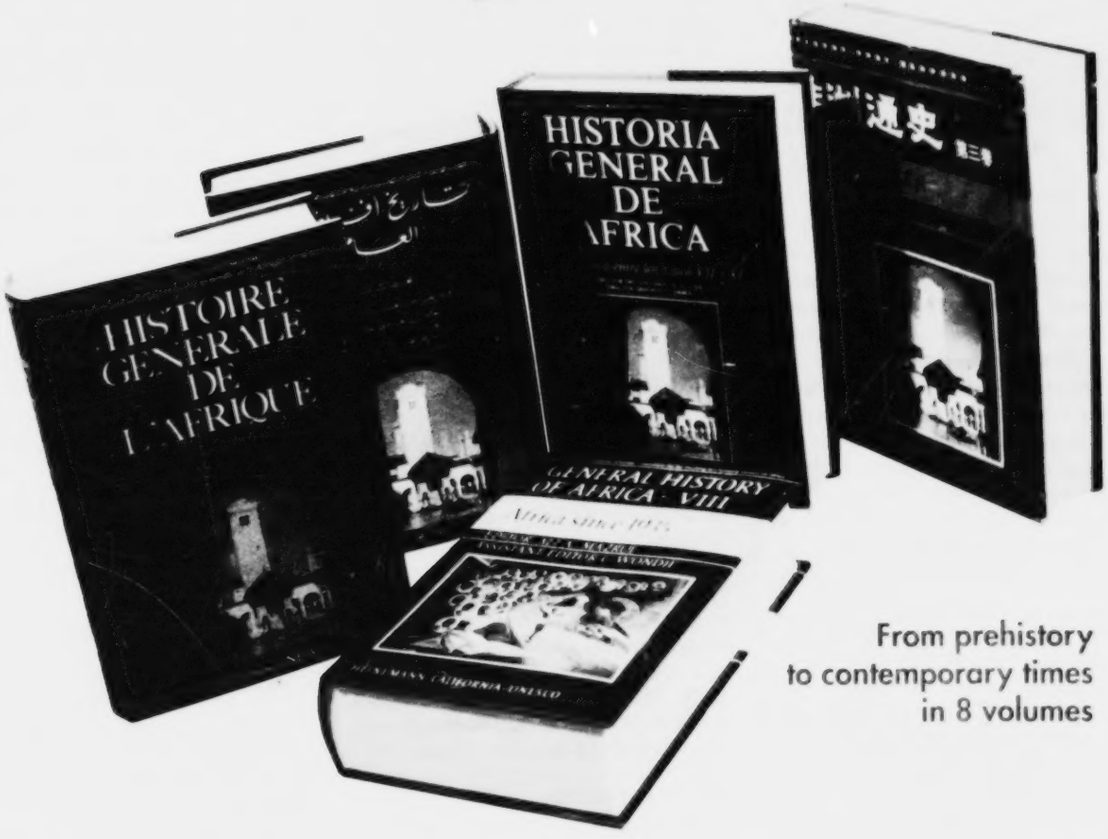
Fernando MANUEL
Mediacoop, Maputo

(*) RENAMO: The Mozambican National Resistance Movement which, from the late 1970s, with the support of (then) Rhodesia and South Africa, waged a war against the Mozambican government.

GENERAL HISTORY OF AFRICA

HISTOIRE GÉNÉRALE DE L'AFRIQUE

HISTORIA GENERAL DE AFRICA



From prehistory
to contemporary times
in 8 volumes

"A major event for the recognition of African cultural heritage" (Le Soleil, Dakar)

Published in English, French, Spanish, Arabic and Chinese
UNESCO Publishing,
7 place de Fontenoy, 75352 Paris 07 SP

SURVIVING CHERNOBYL

UNESCO centres are helping Chernobyl's victims cope with their fears and envision a future.

In Strechyn, a tiny village in Belarus, a new brick building crowned with a cupola and zinc roof overshadows the surrounding muddy fields and concrete and wooden houses.

Inside, a revolution is taking place. Psychologists and social workers are counselling children and adults, services that never existed previously in the former Soviet Union. Their clients are victims of the Chernobyl tragedy, the world's worst nuclear disaster.

When the Chernobyl power plant exploded 26 April, 1986, it permanently changed the lives of about 4.9 million people living in what is now Ukraine, Belarus and the Russian Federation. Shortly after the Chernobyl accident, the international community responded by providing doctors and medical supplies to deal with the thyroid cancer, liver disease and other illnesses that multiplied. UNESCO's approach was to pioneer community psychological and social rehabilitation centres.

The Organization and the three republics jointly established the Chernobyl Programme in 1991 after recognizing the need to help victims deal with the accident's social and psychological trauma.

Radiation can have insidious effects on health which may take dozens of years to emerge leaving victims confronted with constant uncertainty. They see the slightest ailment, from tooth decay to headaches, as a sign they are getting seriously ill. To add to their distress, the Soviet Union collapsed shortly after this accident, augmenting the social and economic chaos.

TO DIE YOUNG

"The problem is that all the people in town think the levels of radiation are high," said Alexander Kuzenov, 27, from Uzlovaya, a Russian city in a contaminated zone about 250 kilometres south of Moscow. *"All of us think we will die young. All of us are afraid."*

In trailblazing these centres, UNESCO and the three republics have overcome major challenges. They motivated a sceptical and distrusting public. They bridged skyrocketing inflation and other economic hurdles which often delayed the opening of these centres. They pioneered the psychological and social work profession.

The original objective was to build three pilot counseling centres. But the project has grown to nine, three each in Ukraine, Belarus and the Russian Federation, the most affected countries. They are located in or near contaminated zones or areas where Chernobyl victims were resettled.

A NEW PROFESSION

"Personnel has been very difficult to find," said Lubow Horich, UNESCO's programme coordinator who oversees the project in Kiev. Clinical psychology only started being taught in the Soviet Union in the mid-1980s, she explained. In Ukraine, for example, there are only 800 psychologists with full university training for a population of 52 million.

UNESCO's priority was to recruit psychology graduates and teachers who had a good background in psychology, Horich said. But it was difficult enlisting people to work in unfamiliar professions and centres.

A major shortage of available housing exacerbated the staffing problem. People with psychology backgrounds are easier to find in large cities where they studied, but most of the centres are located in small towns, Horich explained.

Lilya Lukicheva was among about 40 managers, social workers, and early childhood education specialists that are now working in these centres following two 15-week intensive training courses provided by UNESCO. After her training, Lukicheva left Vitebsk, a city of about 37,000 inhabitants in northern Belarus, to move to Strechyn, a village of 1,500, about 250 kilometres southeast of Minsk.

"I did not know what Strechyn was," Lukicheva admitted. *"I moved from a big city to a small village. From the beginning, it was difficult to find a place to live."*

In the past year since moving to Strechyn, Lukicheva has moved twice, giving up her privacy to live in rooms provided by complete strangers. *"I have a place to live, but it's not comfortable,"* she conceded.

Despite the inconvenience and loneliness of moving to a new town, Lukicheva is pleased with her decision to work at the

●

In Hanoi, children are turning from the streets to the Nhue River in search of shelter. Aboard five interconnected barges, nine kids and their director are building a floating home anchored, economically, by the fish they raise in pens below deck. The barge is part of Xa

(Photo: UNESCO/Arthur Gillette).

me, "Motherless," a programme consisting of two other shelters started in 1990 by Vu Tien, himself a former street child. Faced with Hanoi's high rents, Tien took to the river to offer **STREET CHILDREN** shelter and the stability needed to learn new skills and support themselves. Still in the early stages, future prospects look good as the kids are now covering half the barges' cost. They also receive outside assistance from NGOs and organizations like UNESCO through its Division of Youth and Sports Activities which recently contributed $10,000.

▼

If population influences a society's development and its education system, these factors, in turn, impact on population. Under the title, ***"BASIC EDUCATION, POPULATION AND DEVELOPMENT,"*** *Education for All - Status and Trends* (No. 2) examines the reciprocal relation between basic education and population. It also presents educational, demographic and socio-economic indicators (enrolment and infant mortality rates, percentages of women in the labour force, etc.) for 96 developing countries with projections to the year 2000.

Strechyn Centre. *"I have the possibility to take part in a programme that helps the development of children and tries out new methods that have never been used in Soviet pedagogical practice,"* she said.

Another problem faced by the social workers is government recognition of their profession. The authorities do not know how to classify this new occupation. The social workers are paid about $15 a month in Ukraine and Belarus and about $60 in Russia, average salaries in these three countries, but below what other professionals with equivalent training earn.

"The status of social workers is low," complained Alexander Patushenko, a social worker at the Strechyn centre. *"When we have a new plant, we do not pull it out,"* he said referring to his new occupation. *"We fertilize it. We take care of it. The salary should be appropriate. Many of the staff at these centres may leave."*

THE STRECHYN CENTRE (Photo UNESCO).

Finding the appropriate buildings to house these community centres was another major challenge, especially in countries paralysed by crumbling economies.

"Inflation has been ridiculous," Horich said. *"Within six months, costs can double or triple. That influences the building schedule."*

For instance at the Uzlovaya Centre, national funds dried up and the construction firm stopped renovation. A new contractor had to be found. In the Belarussian village of Pershay, about 70 kilometres northwest of Minsk, the builders could not find parts for the heating system.

"Everything took longer than expected," said Bruno Laplane, an architect with Agence d'Architecture des Gobelins, a French firm that donated their services to oversee the renovation and construction of the nine centres.

"They had a hard time providing materials," Laplane said of the local construction companies. *"When they had a boiler, they did not have the radiator. When they had the radiator, they did not have the pipes. We never had anything at the same time."* Despite these difficulties, both centres were finally opened last November.

A BIT SCEPTICAL

Then the public had to be convinced of the pertinence of these community centres. After the Chernobyl accident, the Soviet government either withheld information or provided contradictory details, creating a general distrust of authorities. *"People do not understand what is going on here,"* said Yevgeny Baranovsky, director of the Pershay Centre. *"They are a bit sceptical."*

The community centres often began by working with children in local schools and offering creative activities. They attracted adults by providing alcohol, marital counseling and support groups. They soon became places where adults could come together as a community and discuss their common problems, such as housing, or which forms to fill out to get their pensions on time.

For instance, in Pershay, the social workers organized community events such as *"young family day"* and discussion groups with medical professionals on the effects of radiation.

"We began to work with children at first," Baranovsky explained. *"Now, parents come to see us."*

Even answering basic questions can be a great help, Horich explained. *"People here do not know what to believe. As a result of post-Chernobyl stress, people have lost control over their lives. They feel radiation has already taken effect and they have no control. The main goal of these community centres is to empower people."*

Constanza MONTAÑA
Strechyn, Belarus

●

Nelson Mandela, president of the Republic of **SOUTH AFRICA**, formally renewed his country's membership with UNESCO on 12 December.
South Africa was one of UNESCO's founding members in 1945 but withdrew from the Organization in 1956 after the Member States collectively rejected the white minority government's apartheid policies. South Africa has now become UNESCO's 183rd Member State.

▼

"How far can we be satisfied with the human rights situation in the world today?" asked UNESCO Director-General Federico Mayor in a message delivered on ***HUMAN RIGHTS DAY*** December 10. *"We must not only pursue the struggle,"* he said, expressing on behalf of UNESCO *"our solidarity with all those who, at the risk of their lives and liberty, are fighting in the cause of human dignity and fundamental freedoms"* and condemn *"barbarous attacks on writers, journalists, artists and human rights activists"*.
The same day, the French Federation of UNESCO Clubs and Associations, organized at Headquarters a day of reflection on the theme *"The Rights of Youth and the Family"*.

●

They are between 19 and 72 years old. They are Algerian, German, British or French. They include 50 million people around the world who are active in volunteer work. And on **INTERNATIONAL VOLUNTEERS DAY**, December 5, they came to UNESCO to report on their experiences: helping young people people in difficulty, integrating women, preventing the spread of AIDS and reintegrating drug addicts in society.
On the same day, a photography exhibition opened on the theme *"The Many Faces of Voluntary Service"* which portrayed the often unrecognized work of these men and women who offer their time, energy and competence.

HOPE FOR SARAJEVO

Despite the war, amputees are getting ready to go to work.

Siljegović Amre was wounded about two years ago during one of Sarajevo's skirmishes. A shell hit his van on the way to the hospital. When he finally did reach the emergency ward, doctors had to amputate his right leg before treating his first wound.

Still, Amre can be considered lucky. He only spent 12 days in the hospital thanks to good doctors. What's more, they were able to find him a prosthesis - a rare feat in Sarajevo. After recuperating, Amen was ready to begin a new life. But how?

That's when he heard of HOPE for SARAJEVO. Listening to the radio last summer, he learned that the Austrian non-governmental organization HOPE 87 (Hundreds of Original Projects for Employment started in 1987) had started a project to help amputees. Finding food, water and fuel is a dangerous task for the hardiest in this city under seige let alone for someone missing an arm or leg. Thanks to the $220,000 raised by UNESCO's Goodwill Ambassador Ute-Henriette Ohoven and the German National Commission for UNESCO, the project grew to include a job training programme at its medical centre staffed with a team of 14 Bosnian doctors, physiotherapists, psychologists and psychiatrists. By teaching new skills, the centre helps these people rebuild their lives.

About 1000 amputations have been performed in Sarajevo during the war. The majority of these people who stay in the city are in contact with HOPE. About 350 of them regularly use the centre's services including housecalls made by a mobile unit. With temporary prostheses improperly fitted to their stumps, many people are faced with gangrene, explains Robert Ottitsch of HOPE 87. Their suffering is made worse by circulatory problems caused by the changes in body size.

There is also the psychological pain which if left untreated can fester and scar for life. Post-traumatic stress disorder (PTSD) caused by an intense emotional shock can lead to depression and blackouts. To avoid this damage, people must talk about their experiences as soon and as close to the incident as possible. Catharsis enables the individual to recognize the trauma and then control or modify its effects.

In Sarajevo, talk is complimented by action. *"We don't use any stupid words. They (amputees) tell us what happend, what they want and then we tell them exactly what we can do - no false promises,"* says Dragan Jovanovic, a Bosnian Muslim who lost his home in the war and now directs the project. *"We help them understand that they can make new lives by learning new skills. After all, Europe's best computer training school is in Sarajevo."*

Jovanovic is boasting about HOPE's training programme which has 127 students and 15 computers. *"Electrical blackouts? Don't worry,"* but he does concede that *"a generator would be useful."*

THE WORK OF SISYPHUS

Business management and language courses in German and English will start soon. *"Of course, there is a certain irony in teaching accounting in the middle of a war,"* admits Ottitsch. The project was originally planned in the summer when the prospects for peace looked relatively promising. The fighting has since picked up.

"Its like the work of Sisyphus - you work to see everything bashed down. Your treating people with PTSD as mortars fall. But if we stopped giving education or the hope of a job people would loose their motivation to live. In Sarajevo, people are killing themselves with whatever means available. How can we quit?"

Amy OTCHET

● The Swiss Army gave UNESCO 17 jeeps and 4 minibuses formerly used by the military to help humanitarian operations by various NGOs including: youth building sites in Belarus and Morocco, volunteer services in Italy and the Collective of Lebanese NGOs. Vehicles will also be allotted to UNESCO clubs and centres in Romania, Russsia and Zaire as well as UNESCO's Chernobyl Programme in Ukraine and the "Caravan of Solidarity with South African Youth" which leaves Burkina Faso 1 July and arrives six weeks later in South Africa.

▼ "Pictures of a Kingdom" directed by Ralf Zöller of Germany received the Grand Prize at the XVIIIth ***INTERNATIONAL FESTIVAL OF ART AND PEDAGOGIC FILM*** held at UNESCO from 17 to 29 November. The film follows Ebgen Bavcar, a blind photographer, on his travels through Venice and Paris. Shadows and light are used to illustrate the powerful imagination emerging from the loss of eyesight. As Bacvar explained: *"I supposed that you can see more through a cameras eye than you can actually see with your own eyes."* The film was selected among 65 films from 15 countries.

AFRICANIZING RESEARCH

Scientists want the resources to wage the fight with their own ideas.

"African research scientists are fed up with being 'forwarding agents'" rages Abdellah Benslimane of Morocco's Pasteur Institute. Due to lack of funds, staff and efficient laboratories, they are reduced to sending samples to better-equipped labs in the North.

The World Health Organization (WHO) estimates that 60 to 75 percent of the 16 million people who are HIV positive and over half the four million with full-blown AIDS are in Africa. Yet, research facilities there are destitute. Funds intended to combat AIDS go to other priorities. *"In Tunisia we have an annual budget of about $300,000 and we use 95 percent of it to buy reagents to screen blood for transfusions, to fund AIDS prevention and to make diagnoses"*, explains epidemiologist Amine Slim. *"In my laboratory in Cameroon, we sometimes even run out of reagents"*, adds Prof. Lazare Kaptue. *"Then we perform transfusions without testing the blood."*

"We don't lack ideas, but the means to realize them," insists Prof. Benslimane. *"There has been talk recently of sub-type zero, a variant of HIV-1, discovered by Africans in 1985-86. They noticed that many patients found to be HIV negative later developed AIDS, which made them think those people had contracted an unidentified form of the virus. But the Africans lacked the means to isolat it. The western laboratory which later did so, 'forgot' about them when patenting the find."* If they had only a fraction of the profits from the discovery *"Africans could develop their own research capacities"*, continues Prof. Benslimane. For the moment, he says, there are only a few countries like Egypt, Morocco and Zambia which have the facilities for growing a culture of the virus.

Elsewhere, *"Africans are doing the groundwork,"* explains Prof. Mboup of Senegal. *"But when sophisticated techniques are needed, the West takes over."*

Prof. Nkandu Luo of Zambia wonders *"to what extent a vaccine developed in Washington will be effective in my country?"* At the current stage of research, the great variability of the virus - a continually changing structure with multiple variations differing from one region to another - means development of a universal vaccine is in fact wishful thinking.

Conclusion: research must be *"Africanized"* to help African AIDS specialists (about 500 in 1991) meet the specific needs of the continent. To that end, on November 29, the World Foundation for AIDS Research and Prevention, UNESCO and the African Society Against AIDS set up a special fund and a scientific committee to co-ordinate African networks and institutions.

The committee of about 20 researchers, mostly African, will co-ordinate projects and information exchange on the continent's priorities: variability of viral colonies, history of the disease, opportunistic infections, mother-child transmission, vaccines and traditional medicines. Multilateral and private donors will contribute to the fund *"which may also benefit,"* said AIDS virus discoverer, Prof. Luc Montagnier, *"from an AIDS telethon* (a TV fundraiser) *we hope to set up in Europe."*

Sophie BOUKHARI

●

A song sung in sign language was recently heard at UNESCO as part of the **INTERNATIONAL DAY OF DISABLED PERSONS** on 15 December. Activities included the performance "Artists and Difference" which featured French actors Emmanuelle Laborit and Bruno Netter. Blind since the age of 26,

EMMANUELLE LABORIT
(Photo All Rights Reserved)

Netter recited Arthur Rimbaud's poem "The Drunken Boat," while Laborit, deaf since birth, translated in sign language. They then answered spectator's questions about their careers, successes and integration in society.

▼

The struggle against ***POVERTY, UNEMPLOYMENT AND SOCIAL EXCLUSION*** was the theme of an international conference held December 2 and 3 in Bologna (Italy). Organized by the University of Bologna with UNESCO's assistance, the conference was a prelude to the World Summit for Social Development which will take place in Copenhagen next March.
Academics and sociologists met to debate activities in different countries and regions which attack diverse forms of social exclusion. They also focused on five case studies commissioned by UNESCO: *"The campaign against hunger"* in Brazil, a national solidarity programme in Mexico, the role of citizen's organizations in Poland, construction of a post-apartheid society in South Africa and the move *"from welfare state to caring society"* in Nordic countries.

●

The growing gap in access to information between developing and industrialized countries was examined by the Intergovernmental Council for the **GENERAL INFORMATION PROGRAMME,** meeting at Headquarters November 28 to 30. Council members stressed the need to train professionals and information users and identified priorities such as: legal and ethical aspects related to information transmission, standardization and terminology, software development with special attention to media applications as well as development of national and regional strategies and networks.

▼

The final report of the Symposium on ***SCIENCE AND TECHNOLOGY IN AFRICA*** (Nairobi, Kenya, February 1994) is now available in book form. Following a presentation of Conference objectives, the 124-page report contains recommendations, key papers on themes such as human resource development and university-industry-science partnerships as well as a presentation of UNESCO *"Success Stories"* illustrating cooperation in basic sciences, ecology and oceanographic engineering.

Engineering and Technology Division

BUILDING A BETTER SIEVE

Experts at a UNESCO centre are looking to the kidney for inspiration in designing membranes to clean blood, water and more.

Whether its a multi-million dollar system filtering drinking water or a human kidney removing impurities from the bloodstream, both rely on the same thing: membranes.

A membrane is simply a super sophisticated sieve. With a well designed sieve, you could dispose of waste products efficiently and safely or determine the type and amount of certain chemicals in the atmosphere. However, building such a filter is not a simple affair.

In the quest to build the world's best sieves, the UNESCO Centre for Membrane Science and Technology based at the University of New South Wales in Sydney, Australia, has come up with a unique approach by bringing together experts from scientific fields which usually work apart: biophysics and chemical engineering.

Chemical engineers can manufacture membranes from polymers and other materials, but the best and most efficient membranes are found in nature, which is the preserve of biophysical research - hence the logic of bringing the two disciplines together under one roof.

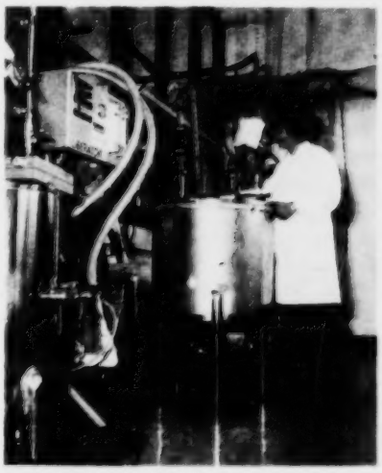
"If we could make our industrial purification systems as good as the human kidney we would be doing pretty well," says Tony Fane, the Centre's chemical engineer. With biophysicist Hans Coster and Dr Ditta Bartels, who coordinates international activities, the Centre's team is pursuing a full agenda of multi-disciplinary research from biomedical applications to waste disposal.

CONSIDER THE POTENTIAL

"When considering the potential of membrane science and technology, we shouldn't restrict ourselves just to the narrow technical terms," says Dr Vladimir Zharov who has been involved with the Centre as Director of UNESCO's Basic Science Department. *"For example, in the human body, cells rely on membranes for all of their interactions. We are now beginning to see just how wide the field is."*

For example, a chemist might use a sieve to separate the most sophisticated isotopes or purify proteins. Another type of sieve might filter toxic wastes in the environment. But the most exciting possibilities, explains Prof. Coster, lie in medical sciences. The Centre is developing membranes to improve dialysis machines and other systems to filter blood. Tests are underway to create an artificial pancreas using a membrane module which might be a real breakthrough in treating diabetes.

The Centre first got started in 1986 as an Australian Research Centre of Excellence after Dr Coster and Dr Fane met at a membrane conference and recognized the opportunities for collaborative work. *"Spending a bit of time on the other side of the fence helps to give you a whole new view of membrane research,"* says Dr Coster.



MIXING MATERIALS AND DISCIPLINES (Photo UNESCO Centre for Membrane Science and Technology).

In 1992, the Centre became affiliated with UNESCO and now receives about $1.5 million annually from a variety of sources. Training classes for postgraduates, many of whom come from Asia and the Pacific region, are offered by the Centre as well as specialist workshops. The Centre is also committed to forging international links with other research centres. Collaborative projects are planned with institutes spread throughout Europe in addition to the United States and Canada. As Dr Fane explains: *"In the study of membranes, there is no one area where any single discipline can say 'We have a claim on this' - that's why a centre like this is so important."*

Brett EVANS
Sydney, Australia

TREASURE IN TRANSLATION

The Puranas, from Sanskrit to English, will be 100-volume work.

A treasure trove of Indian Tradition and Mythology, the encyclopedic *Puranas* of which the 54th of 100 volumes has just come out in the UNESCO Collection of Representative Works, is one of the most ambitious publishing feats of the century.

"Ancient lore" in Sanskrit, the *Puranas* of which 18 are generally considered *Mahapuranas* (Great Puranas) provide a unique insight onto all aspects and phases of ancient Hinduism. A mixture of legend and history, they tell of heroes and saints, but mainly of the gods, that complex pantheon of Indian dieties - Shiva in his various forms, his son Skanda, Vishnu and Krishna, Brahma...all as background against precepts for regulating individual and social behaviour and well-being.

Whereas the *Vedas* ("knowledge" in Sanskrit), the oldest scriptures of Hinduism are *sruti*, ("divine revelations"), restricted to initiates of the higher casts, the *Puranas*, like the great Indian epics - the *Mahabharata*, *Ramayama*, and *Bhagavad-Gita* are *smrti*, that is based on tradition, handed down by sages, the great ancestors, starting around 1000 B.C. and continuing into the first centuries of our era.

SCRIPTURES FOR EVERYONE

A kind of *"scriptures for the common man"*, they were available to everyone, including women and members of the lowest caste. Yet, except for scattered and incomplete segments, this vast literature remained untranslated in any international language, even after Sanskrit had long died.

Lala Sunderlal Jain, founder in 1903 of the Publishing House Motilal-Banarsidass in Delhi was particularly upset by this situation. *"He was an institution in himself and had the urge to produce all the classical texts of religion, philosophy and literature in English,"* said his grandson N.P. Jain, explaining how in the mid 1960s Lala Sunderlal approached UNESCO for support and sponsorship of the undertaking, which was to involve the best Sanskrit scholars for many decades.

Today, over 25 years later, Volumes 53 and 54 in the Ancient Indian Tradition and Mythology (AITM) series have just been published as Parts V and VI of the *Skanda Purana* in UNESCO's Collection of Representative Works - Indian series.

The first volume of AITM came out in 1969 with the English translation, critical introduction, copious notes and index, of the *Shiva Purana*. Devoted to Shiva religion, philosophy, ethics and codes of conduct, it is also a source of ancient Indian geography, history, and sociology, giving details on tribes, towns, villages, mountains, etc. And it carries its share of excitement with, among many others, vivid descriptions of the battle between Brahma and Vishnu and the appearance of Shiva himself as a column of fire on the battlefield .

Publication then follows with the *Linga*, *Bhagavata*, *Garuda*, *Narada*, *Kurma*, *Brahmanda*, *Agni*, *Varaha*, *Brahma*, *Vayu*, *Padma* and the earlier *Skanda Puranas*.

The *Skanda Puranas*, the biggest cycle of the *Mahapuranas* (over 320,000 verses), is also a library of social, cultural, political, historical, geographic, religious and philosophical information.

With 46 volumes to go, this vast endeavour, begun 3000 years ago, promises to continue well into the 21th century.

Betty WERTHER

●

From the Temple of Confucius in China to the Los Katios National Park in Columbia, 29 new cultural and natural sites were

BAGRATI CATHEDRAL AND GELATI MONASTERY, GEORGIA (Photo UNESCO)

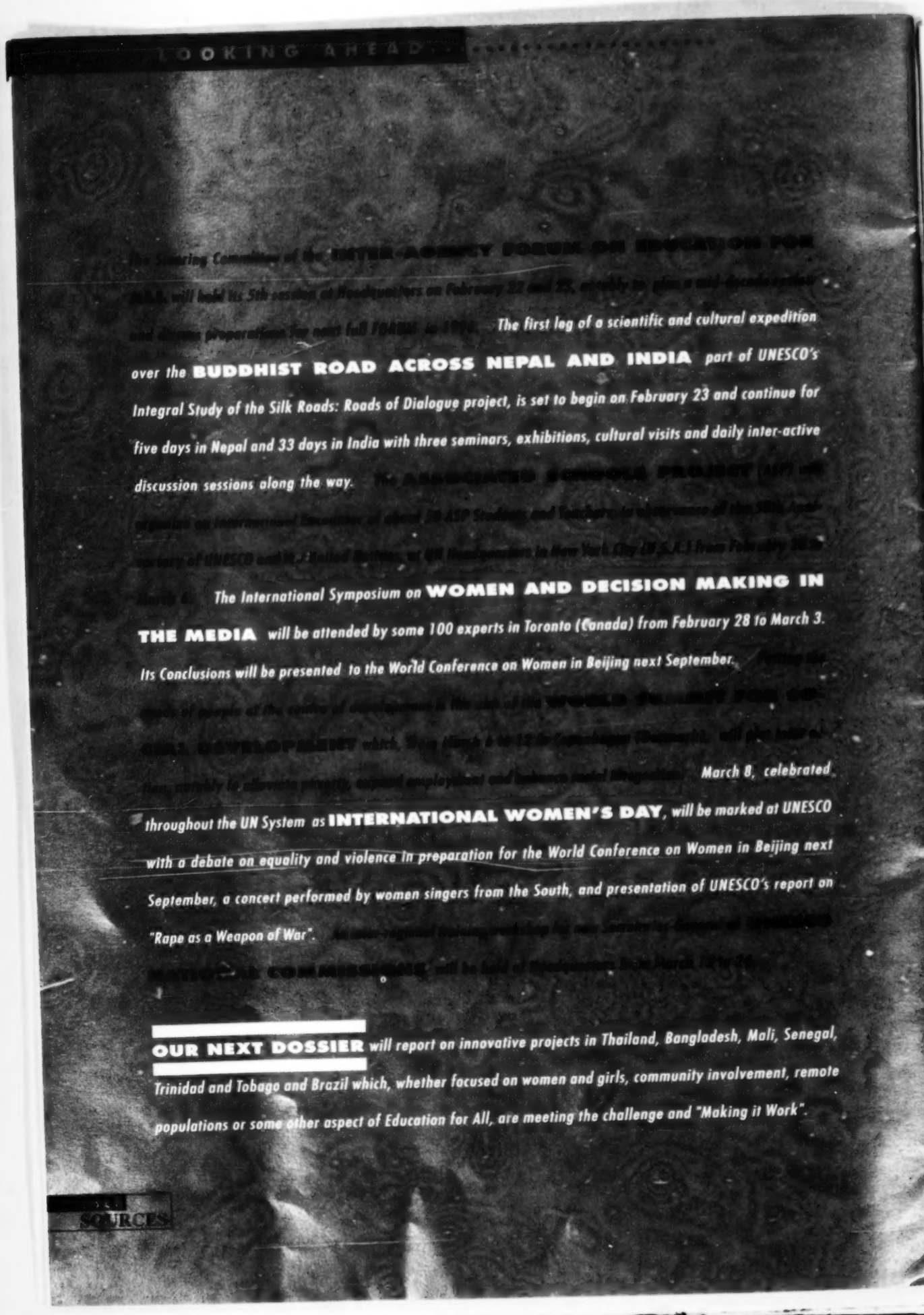
inscribed on **UNESCO's WORLD HERITAGE LIST** by the World Heritage Committee which met in Phuket (Thailand) from 9 to 17 December.

The latest additions marked the first time that sites were chosen in the following five countries: in Denmark, the Jelling Mounds, Runic Stones and Church; in Georgia, the Bagrati Cathedral, Gelati Monastery and the historic churches in Mtskheta, the country's former capital; the Old City of Vilnius, the capital of Lithuania; the old quarters and fortifications of the City of Luxembourg; the Rwenzori Mountains National Park and the Bwindi Impenetrable National Park in Uganda. The List now includes 440 cultural and natural sites in 99 countries.

UNESCO SOURCES is a monthly magazine published by the *United Nations Educational, Scientific and Cultural Organization*. English and French editions are produced at Paris Headquarters; the Spanish and Catalan editions in cooperation with the UNESCO Centre of Catalonia, Mallorca 285, 08037 Barcelona, Spain; the Chinese edition in cooperation with the Xinhua News Agency, 57 Xuanwumen Xidajie, Beijing, China; the Portuguese edition in cooperation with the Portuguese National Commission for UNESCO, Avenida Infante Santo, No. 42-5°, 1300 Lisbon, Portugal.

Editor-in-Chief: R. Lefort. **Associate editors**: B. Werther, S. Williams, S. Boukhari, A. Otchet. **Assistant Managing Editor**: C. Mouillère. **Spanish edition**: E. Kouamou (Barcelona), L. Sampedro (Paris). **Lay-out**: G. Traiano, F. Ryan. **Circulation and Secretariat**: D. Maorek.

Photoengraving and printing in UNESCO Workshops. **Distribution** by UNESCO's specialized services.



LOOKING AHEAD

The Steering Committee of the **INTER-AGENCY FORUM ON EDUCATION FOR ALL** will hold its 5th session at Headquarters on February 22 and 23, mainly to plan a mid-decade review and discuss preparations for next full **FORUM** in 1996. The first leg of a scientific and cultural expedition over the **BUDDHIST ROAD ACROSS NEPAL AND INDIA** part of UNESCO's Integral Study of the Silk Roads: Roads of Dialogue project, is set to begin on February 23 and continue for five days in Nepal and 33 days in India with three seminars, exhibitions, cultural visits and daily inter-active discussion sessions along the way. The **ASSOCIATED SCHOOLS PROJECT (ASP)** will organize an international Symposium of about 50 ASP Students and Teachers in observance of the 50th Anniversary of UNESCO and the United Nations at UN Headquarters in New York City (U.S.A.) from February 28 to March 6. The International Symposium on **WOMEN AND DECISION MAKING IN THE MEDIA** will be attended by some 100 experts in Toronto (Canada) from February 28 to March 3. Its Conclusions will be presented to the World Conference on Women in Beijing next September. Putting the needs of people at the centre of development is the aim of the **WORLD SUMMIT FOR SOCIAL DEVELOPMENT** which, from March 6 to 12 in Copenhagen (Denmark), will give high priority to alleviate poverty, expand employment and enhance social integration. March 8, celebrated throughout the UN System as **INTERNATIONAL WOMEN'S DAY**, will be marked at UNESCO with a debate on equality and violence in preparation for the World Conference on Women in Beijing next September, a concert performed by women singers from the South, and presentation of UNESCO's report on "Rape as a Weapon of War". An inter-regional training workshop for new Secretaries for Commissions of **UNESCO NATIONAL COMMISSIONS** will be held at Headquarters from March 27 to 29.

OUR NEXT DOSSIER will report on innovative projects in Thailand, Bangladesh, Mali, Senegal, Trinidad and Tobago and Brazil which, whether focused on women and girls, community involvement, remote populations or some other aspect of Education for All, are meeting the challenge and "Making it Work".

SOURCES